



Nevada announces pricing for High School Equivalency tests

The Nevada Department of Education recently announced prices for state-approved High School Equivalency (HSE) assessments in 2014. The HSE test centers, which include Nevada community colleges and school districts, agreed to a two-tiered pricing structure for HSE testing: the cost of the GED® will be \$95, and the two alternate approved assessments, the Test Assessing Secondary Completion (TASC™) and the High School Equivalency Test (HiSET™), will both be priced at \$65.

“The pricing structure agreed to by the test centers will keep costs low for Nevadans seeking a High School Equivalency credential,” said State HSE Administrator Brad Deeds. “Easier access to High School Equivalency testing can open the door for more people to pursue postsecondary education and training and can boost the number of college degrees and technical certificates our state produces every year.”

Nevada is one of several states adopting alternative assessments due to changes in the GED® exam. Beginning in January 2014, the new GED® test will be offered only via computer outside of correctional facilities. The two new alternative tests, the HiSET™ (designed by Educational Testing Services) and the TASC™ (from CTB/McGraw-Hill), will allow for either computer- or paper-based testing.

All three assessments cover the same content areas and allow test-takers to demonstrate academic proficiency expected by employers and postsecondary institutions. Passing any of the three tests will lead to the same Certificate of High School Equivalency issued by the State of Nevada.

State-approved test centers and their local governing authorities may select which test or tests they wish to offer starting in January. In order to ensure accessibility and affordability for all Nevada students, test centers must offer both a paper- and a computer-based HSE assessment. All students who pass one of the state-approved assessments will receive the same Nevada Certificate of High School Equivalency.

“We now have the opportunity to provide multiple safety nets and multiple pathways to the nearly 6,000 Nevadans who seek a state-issued Certificate of High School Equivalency each year to meet their education and work goals,” said Deeds. “Where better-educated adults and better-trained workers live, good jobs will follow.”

New standards for adult education implemented

Nevada’s federally funded adult education programs have begun implementing the College and Career Readiness Standards developed by the Office of Vocational and Adult Education. These Standards reflect the Common Core State Standards used in the K-12 system. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and prepare themselves for college and careers. They are posted at <http://nvedu.org/ccrs>.

CASAS Manager & Professional Development Coordinator Claudia Bianca (cbianca@tmcc.edu) is heading up standards implementation and collaborating with the Nevada Adult Educators organization to present trainings and webinars for teachers and administrators. The webinars will be recorded and made available at the Nevada Adult Educators website (www.nvadulthood.org).

College and Career
Readiness Standards
for Adult Education

Family first



On November 1, 2013, the National Center for Family Literacy changed its name to the National Center for Families Learning to more accurately reflect the organization's outlook and vision.

NCFL spent about a year reviewing and analyzing how to align their strategies for the future. They began this process by meeting with families and learning how they define literacy, why they believe learning together is important, and what motivates them to strive for more. One key revelation: "literacy" is not a term used by families — but yet learning is very important to them for continued growth and achievement.

NCFL views education as a family affair. "We firmly believe family literacy creates opportunities for families to make academic and economic gains. Our new name aligns ourselves closer to those we serve and embraces the fact we're bigger than a singular program. Our work encompasses so much these days — from addressing complex skills such as reading, to creating resources for the specialty languages within health and financial literacy, to embracing inquiry and wonder. We've expanded our reach while the roots remain the same: fulfilling the promise of serving families through learning together."

The organization has re-affirmed its commitment to important approaches such as the four-component family literacy model. Read more about NCFL's focus and resources at <http://familieslearning.org/>.

Subscribe to NOW
Recognizing the growing interest in intergenerational approaches to learning among diverse audiences — including educators, libraries, local government leaders, and philanthropists — NCFL provides a new tool for educators and advocates of families and education.

Families and Learning NOW is a weekly round-up of relevant literacy and learning news, research findings, and emerging best practices in family learning, hand-selected by NCFL.

The Goodling Institute for Research in Family Literacy at Penn State University provides support for the publication.

Subscribe at <http://nvae.us/9p>.

Local family resources

Family Resource Centers (FRCs) collaborate with local and state agencies and organizations to help individuals and families access needed services and support. They can often provide resources to help overcome barriers faced by adult education students. See Student Success Stories, issue 14, page 2 (<http://nvedu.org/studentsuccess>) for examples.

A statewide FRC directory and flyers for the northern and rural counties are posted at <http://nvae.us/9r>.



WorldEd's new sites

Founded in 1951 to meet the needs of the educationally disadvantaged, World Education has worked in more than 50 countries in Asia, Africa, and Latin America, as well as in the

United States. Working in concert with private, public, and nongovernmental organizations, World Education initiatives support effective local management and promote partnerships between local organizations.

The organization has a new website: <http://worlded.org/WEIInternet>. Click on "United States" to read about ongoing projects, find downloadable resources, and sign up for supported newsletters.

WorldEd's high quality, facilitated online courses, which address timely topics such as numeracy, college readiness, and career awareness, can be accessed through <http://elearningpd.worlded.org/>.

Editor: Sharyn Yanoshak ■ Phone: 702/253-6280 ■ Fax: 702/433-5293 ■ E-mail: saylv@cox.net
Community Multicultural Center, 2215A Renaissance Drive, Las Vegas, NV 89119
Direct address changes to: adriurquilla1@hotmail.com Fax: 702/433-5293
Back issues archived at: <http://nvedu.org/nc>

Re-working “work”

Global connectivity, smart machines, and new media are just some of the drivers reshaping how we think about work, what constitutes work, and the skills we will need to be productive contributors in the future.

The 19-page report [*Future Work Skills 2020*](#) published by the Institute for the Future (www.iftf.org/) analyzes key drivers that will reshape the landscape of work and identifies key work skills needed in the coming years. This report does not look at specific job categories and labor requirements, as predictions are difficult and many have been proven wrong. Instead, it focuses on future work skills — the proficiencies and abilities required across different jobs and work settings.

The authors analyzed six drivers of change that are most important and relevant to future work skills: extreme longevity, the rise of smart machines and systems, a computational world, new media ecology, superstructured (beyond the familiar basic forms and processes) organizations, and a globally connected world. They then identified 10 skills they believe will be critical for success in the workplace:

1. Sense-making: ability to determine the deeper meaning or significance of what is being expressed
2. Social intelligence: ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions
3. Novel & adaptive thinking: proficiency at thinking



and coming up with solutions and responses beyond that which is rote or rule-based

4. Cross-cultural competency: ability to operate in different cultural settings
5. Computational thinking: ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning
6. New-media literacy: ability to critically assess and develop content that uses new media forms and to leverage these media for persuasive communication
7. Transdisciplinarity: literacy in and ability to understand concepts across multiple disciplines
8. Design mindset: ability to represent and develop tasks and work processes for desired outcomes
9. Cognitive load management: ability to discriminate and filter information for importance and to understand how to maximize cognitive functioning using a variety of tools and techniques
10. Virtual collaboration: ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

The Institute for the Future is an independent, nonprofit strategic research group with more than 40 years of forecasting experience. The University of Phoenix Research Institute sponsored this research to increase understanding of the skills workers will need in a technologically advanced and changing world.

OVAE's data-based profiles show need for adult ed

The Office of Vocational and Adult Education recently released *Tapping the Potential: Profile of Adult Education Target Population*, a set of infographics covering each of the 50 states and the District of Columbia, as well as the country as a whole.

Using Census data, the profiles display the percentages of adults without a high school credential or English proficiency by age, gender, race, and ethnicity, in addition to their participation rates in the labor market and in adult education. The graphics also cover both the federal and state investment in adult education by year for 2009 and 2010.

Locate individual state profiles and FAQs at <http://nvae.us/9t>; the U.S. profile is at <http://nvae.us/9s>.

A perfect student-program fit!

Education Consultant Irene Ramos recently wrote “A Perfect Fit! How the Use of Screening Tools Can Lead to Improved Program Success” for the fall 2013 issue (page14) of *Texas Adult & Family Literacy Quarterly*. The piece concisely explains why using student surveys and other screening tools can be helpful not only for the program, but for the student as well.

Visit TCALL's [2013 Quarterly index page](http://nvae.us/9u) (<http://nvae.us/9u>) to download the PDF version of the Fall issue.



Community Multicultural Center
2215A Renaissance Drive
Las Vegas, NV 89119

Non-Profit
U.S. Postage
PAID
Las Vegas, NV
Permit No. 76

RETURN SERVICE REQUESTED

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.



MPAEA focused on members' needs

The mission of the Mountain Plains Adult Education Association is to support and promote lifelong learning in the Mountain Plains Region. In addition to providing professional development opportunities for adult educators, MPAEA produces and distributes relevant information about lifelong learning.

For example, MPAEA publishes the *Journal of Adult Education*, a refereed publication focused on the translation of theory into practice. The editors welcome submissions and will work MPAEA members to help get their manuscripts in publishable form.

The most recent issue (volume 42, number 1, 2013) highlights effective instruction for adult English language learners. Each article presents a fresh look at a critical aspect of effective ELL teaching and learning:

- In "Enhancing ESL Vocabulary Development Through the Use of Mobile Technology," Deanna Nisbet and Dayna Austin present research-based recommendations and resources for enhancing adult ELL learners' vocabulary development through the use of mobile technologies.
- Jiuhan Huang demonstrates how the Language Experience Approach can be a highly effective tool for developing reading skills among low literacy English language learners in "Bridging Authentic Materials and Literacy Through the Language Experience Approach."
- In "Improving Speaking Accuracy Through Awareness," Jan Edwards Dormer presents a model for enhancing students' pronunciation capabilities.
- For "Reaching a Culturally Diverse Immigrant Population of Adult English Language Learners," Joan Johnson and Linda Owen present an overview of the literature along with practical recommendations for classroom implementation.

Annual conference April 28-30

Preconference April 27

Santa Fe, NM

Presentation proposals due February 14

Visit www.mpaea.org for details

**Scholarships available to members of
Nevada Adult Educators organization**

See www.nvadulthood.org